



**ALL CHILDREN READING AT, OR  
ABOVE, GRADE LEVEL BY THE END OF  
GRADE 3**

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# AGENDA

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-  **Meeting the Macros** (*Review of Dr. Carol Connor's Research*)
-  **Bringing Research to Practice** (*Azi Professional Support System*)
-  **Community Application** (*The Reading Check Up*)



# The Four Types of Reading Instruction

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The New

# RESEARCH QUESTIONS

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- What types of instruction are needed to teach reading (e.g. reading wars)?
- What areas of literacy should be used to guide instruction?
- Do different students need different amounts & types of instruction?



**Learning Ovation**

YOU WILL KNOW US BY YOUR OUTCOMES

**Different kids need  
different things to be  
successful.**

**CHILD X INSTRUCTION**

# 4 TYPES OF INSTRUCTION

## Code-Focused Skills

(Letter Knowledge, Phonemic Awareness, Phonics, Spelling & Fluency)

## Meaning-Focused Skills

(Vocabulary, Comprehension & Writing)



## Adult-Managed Activities

### Adult-Managed / Code-Focused

- Spelling
- Phonological awareness
- Alphabet activity
- Letter-sound correspondence
- Handwriting Practise

### Adult-Managed / Meaning-Focused

- Read Aloud
- Chorale reading
- Vocabulary activity
- Discussion
- Listening comprehension



## Child-Managed Activities

### Child-Managed / Code-Focused

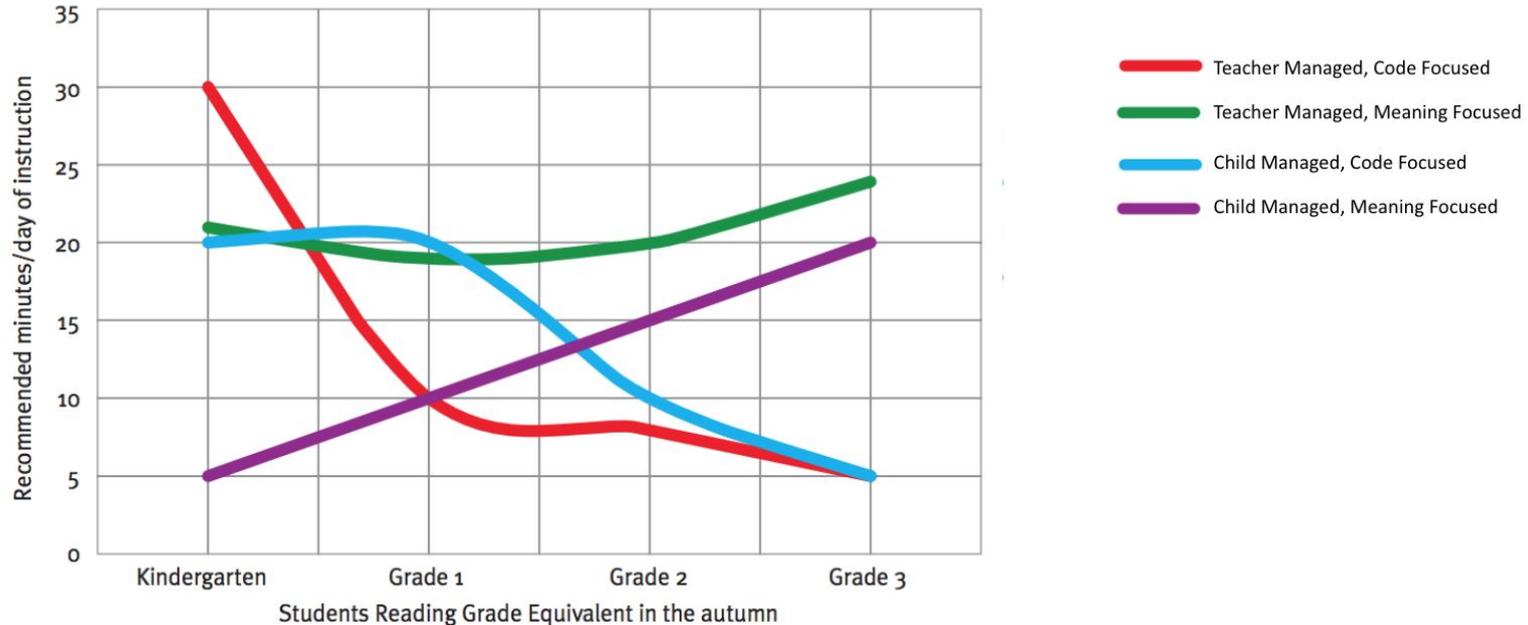
- Handwriting
- Alphabet activity
- Spelling activity

### Child-Managed / Meaning-Focused

- Sustained silent reading
- Student read loud
- Reading comp. activity
- Writing activity
- Play (Pre-K only)
- Invented spelling (Pre-K only)

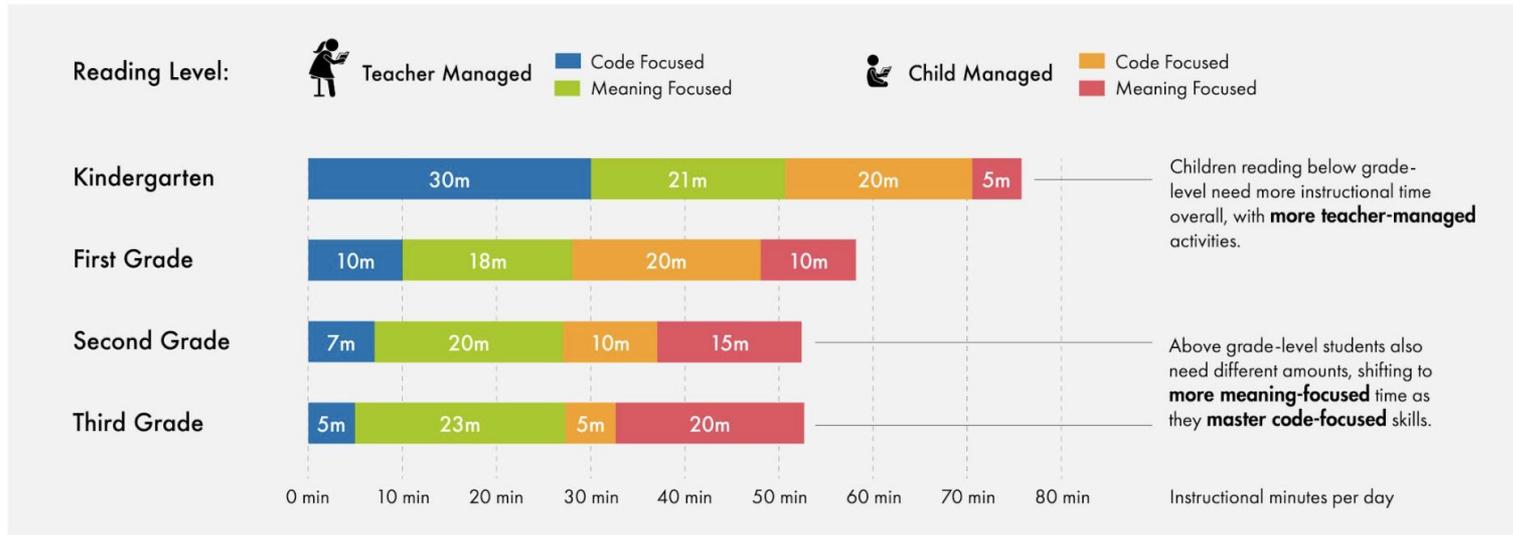
# DIFFERENT AMOUNTS

**Instructional Recommendations for 1st Grade Students in the Fall**



# DIFFERENT AMOUNTS

## RECOMMENDED MINUTES OF TYPES OF READING INSTRUCTION FOR FIRST GRADE STUDENTS READING AT DIFFERENT READING LEVELS (Fall Reading Assessment).



# THE TECHNOLOGY

## The A2i Professional Support System



# THE ASSESSMENTS



Word Match Game

Ava Jane

 Listen again

cat

tree

kitten

Pick the two words that go together!

Progress bar

Next →

**Measures:** Word knowledge & vocabulary **Grades:** Prek-3rd **Time:** 5-10 minutes

# THE ASSESSMENTS



Letters2Meaning

Ava Jane

Listen Again ⏮ ⏭

Bomb	Man	Moon
		Munk
Mad	Moom	Mom

Progress bar

**Measures:** Letter naming, letter-sound correspondence, word reading, encoding, & comprehension

**Grades:** PreK-3rd **Time:** 8-20 minutes

# THE TECHNOLOGY

## The A2i Professional Support System



# RESEARCH RESULTS



**Seven randomized controlled trials (RCTs)** from 2005 to 2011 with over 5,000 students total. Results **revealed a positive impact on reading outcomes (grade K-3)** for students whose teachers instruction was informed by the four types of reading instruction.



A 3-year RCT (grade 1-3) found that **94% of students** whose teachers' instruction was informed by the four types of reading instruction all 3 years **were reading on grade-level by the end of 3rd grade.**

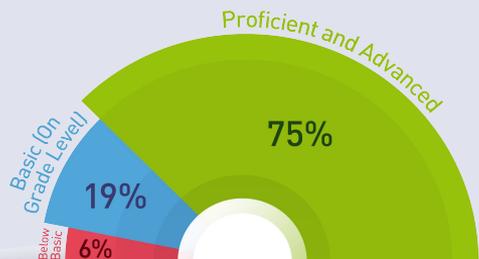


The **average reading level was 5th grade** on the Woodcock-Johnson III.



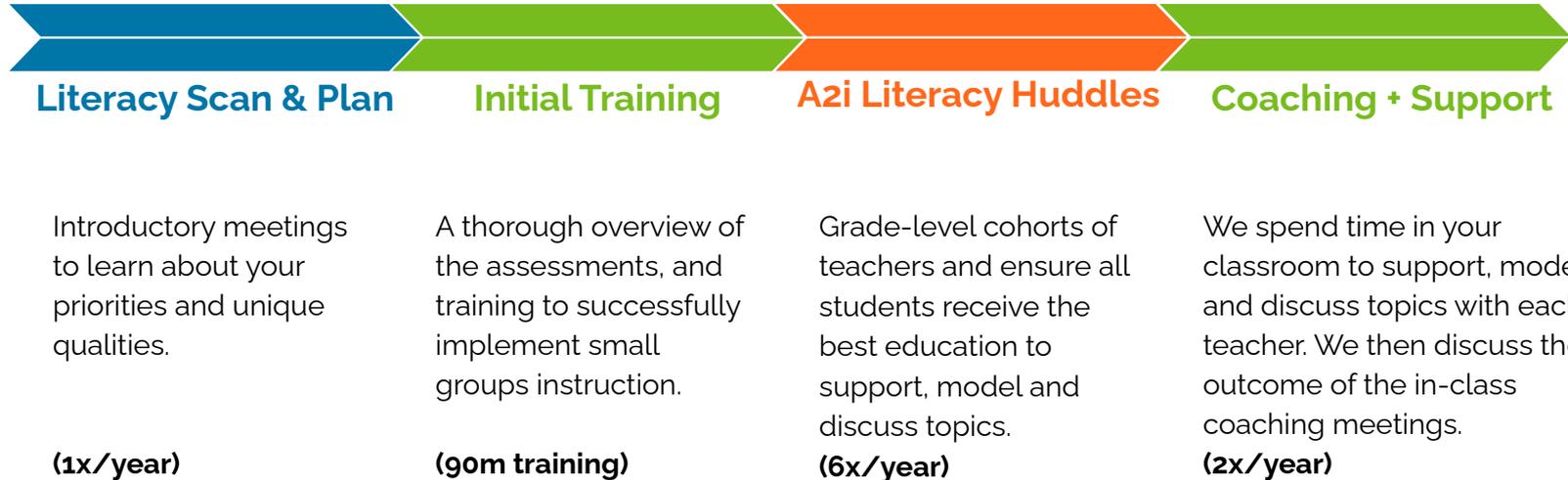
## High-Need Districts Pre-A2i

Typical Learning Ovation District



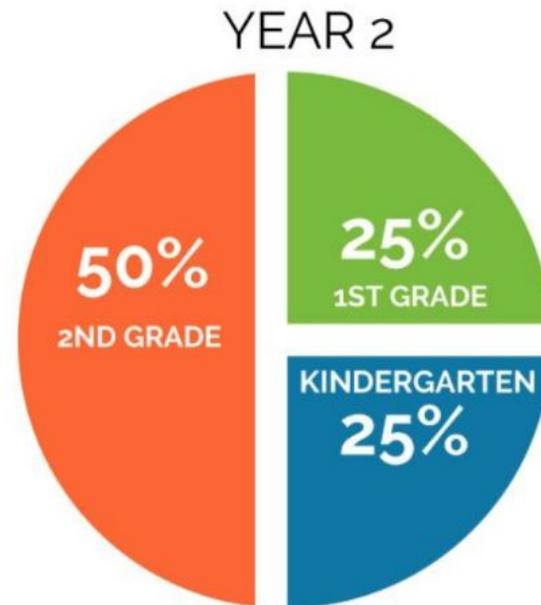
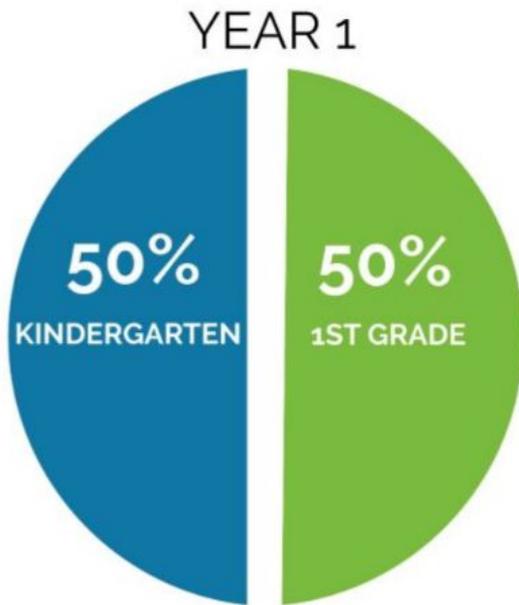
# A2i PROFESSIONAL SUPPORT SYSTEM

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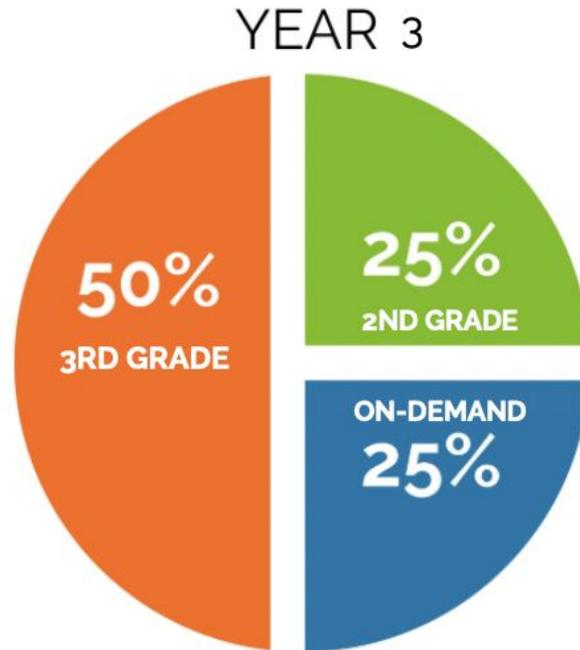
# HOW DOES A2i SUPPORT SCALE?

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# HOW DOES A2i SUPPORT SCALE?

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# SAMPLE LITERACY HUDDLE TOPICS

Lit Huddle Scope	Example Topics
August	Meeting the Minutes
November	A2i & Your Curriculum
January	Data Dive
February	Deepening My Literacy Knowledge
March	Stages of Differentiation
May	Reflection

# Q&A

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ALL CHILDREN READING AT, OR ABOVE, GRADE LEVEL BY THE END OF GRADE 3

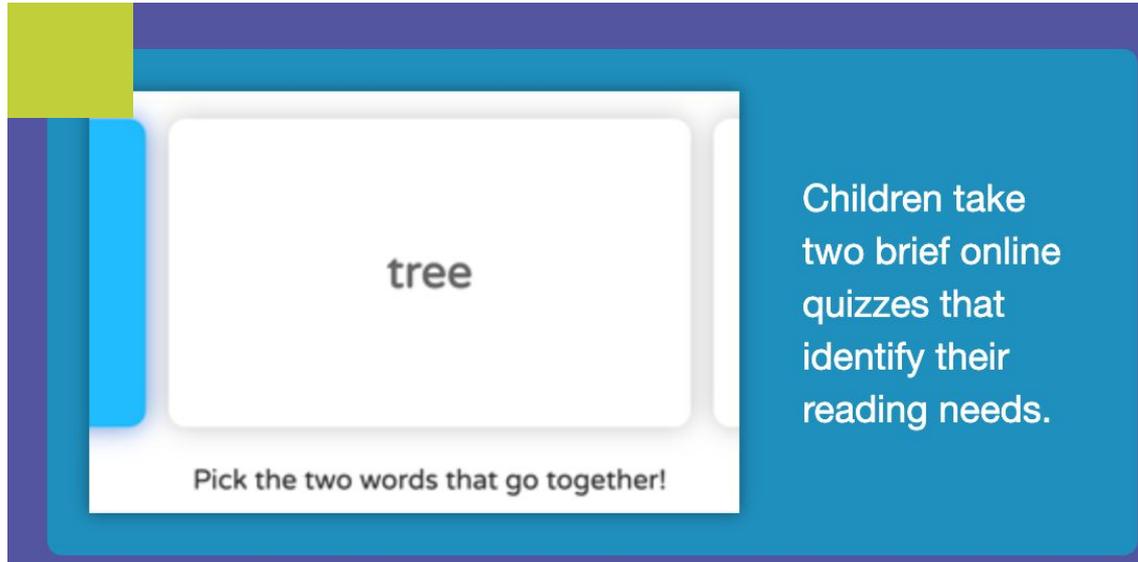
# THE READING CHECK-UP ECOSYSTEM

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# THE READING CHECK-UP

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The screenshot shows a digital interface for a reading check-up. It features a central white box with the word "tree" in the middle. Below this box, the instruction "Pick the two words that go together!" is displayed. The interface is set against a blue background with a purple border and a light green tab on the left side.

tree

Pick the two words that go together!

Children take two brief online quizzes that identify their reading needs.

# Q&A

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ALL CHILDREN READING AT, OR ABOVE, GRADE LEVEL BY THE END OF GRADE 3

ALL CHILDREN READING AT, OR ABOVE, GRADE LEVEL BY  
THE END OF THIRD GRADE.

THANK YOU



**Learning Ovation**

YOU WILL KNOW US BY YOUR OUTCOMES

# CONTACT INFO

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*Literacy Outcomes Specialist*

**Access today's content by visiting:**  
[www.learningovations.com/tennessee](http://www.learningovations.com/tennessee)

# THE ASSESSMENTS

girl rock stone

Progress bar

Next →

Listen Again

a l g d o

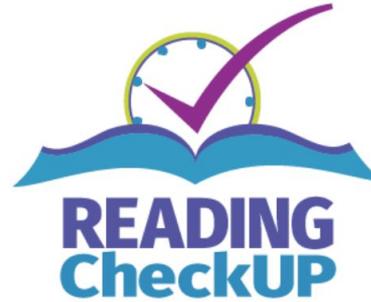
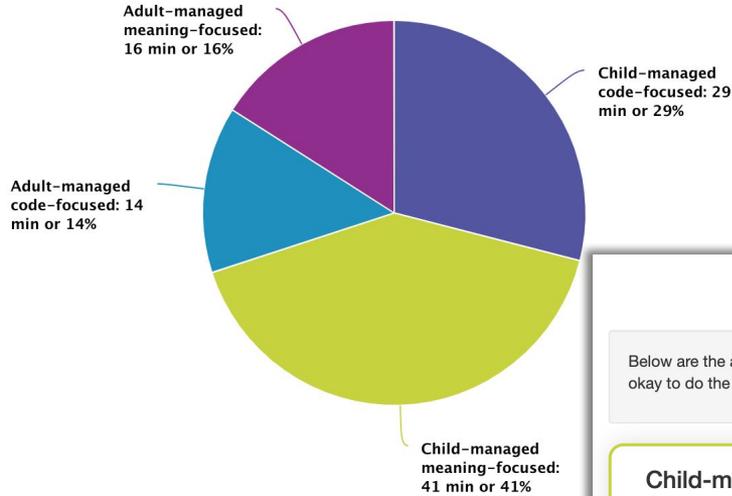
Progress bar

Next →

## Recommended Activities

Get instructional recommendations

### How to Divide Your Instruction Time



and differentiated activities!

### Recommended Activities

Below are the activities aligned to your child's current needs. Imagine this is a restaurant menu- pick what sounds best to you! It is okay to do the same activity over several days.

#### Child-managed meaning-focused

Title	Minutes
 Act It Out	15
 I Practiced!	15
 Red is the Best	15
After Reading Activities	15

#### Adult-managed meaning-focused

Title	Minutes
<a href="#">Process It</a>	15
<a href="#">Recipe Restate</a>	15
<a href="#">The Traveling Reader</a>	20
<a href="#">Active Reading</a>	15

# Sample of **CURRENT** DEMOGRAPHICS

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## **FONTANA DEMOGRAPHICS**

### School-level Demographics:

- **56-93% Free & Reduced Lunch**
- **56-97% Hispanic**
- **1-11% White**
- **0-13% Asian**

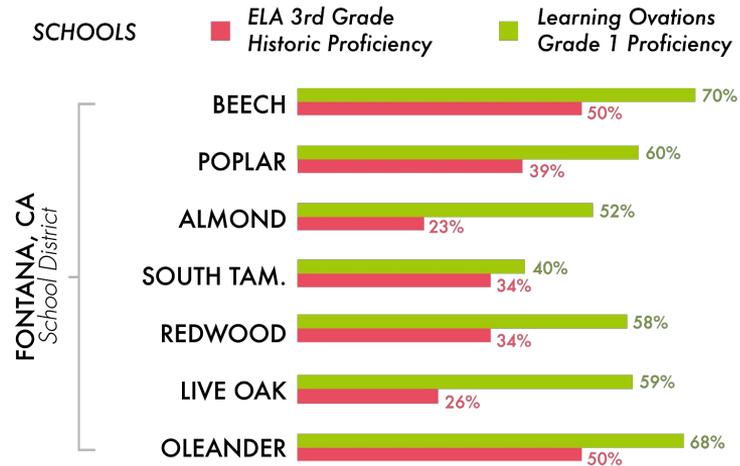
## **ANAHEIM DEMOGRAPHICS**

### School-level Demographics:

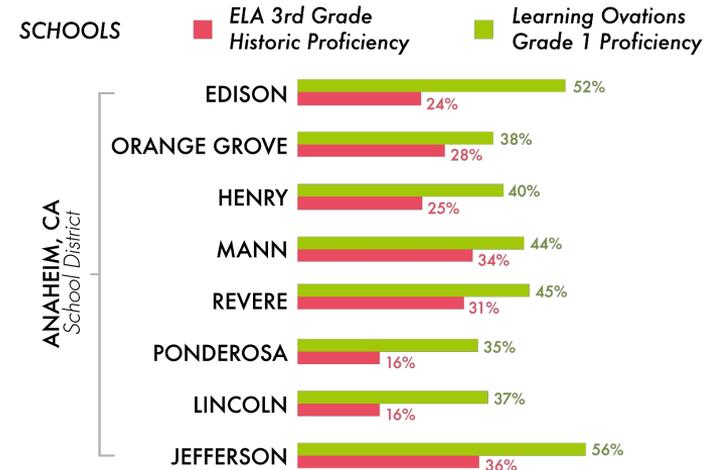
- **68-93% Free & Reduced Lunch**
- **68-95% Hispanic**
- **1-10% White**
- **2-19% Asian**

# Sample of CURRENT OUTCOMES

## FIRST YEAR IMMEDIATE IMPACT OF LEARNING OVATIONS' PARTNERSHIP

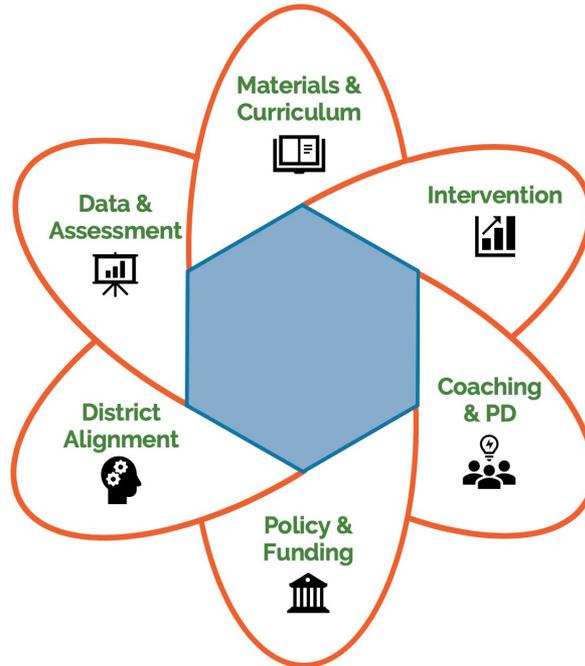


## FIRST YEAR IMMEDIATE IMPACT OF LEARNING OVATIONS' PARTNERSHIP



# What's an Outcomes Delivery System?

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## Fidelity

Once a seminal outcome has been identified supports must be put in place to move the needle and achieve the goal. Even proven solutions should be rigorously vetted to determine whether they 1) ensure improved student outcomes & 2) align with the central outcome.

**Example:** With a label or ESSA strong, the A2i Professional Support System is proven to cause improved literacy outcomes in students.



## Outcomes

The central pillar needs to be identified and measurable. All actions and decisions are made with this outcome in mind.

**Example:** Grade-level or above literacy performance by the end of 3rd grade.

## Service

Once districts are aligned to a specific and measurable goal & are actively supporting this outcome through fidelity to proven programs and practices the broader impact can be considered.

**Example:** District-wide alignment through the A2i Professional Support System allow for improved literacy outcomes. In turn, this allows upper grades to adopt a more rigorous focus on stem instruction and reduces per student costs by limiting the amount of remediation needed.

# Systemic Outcomes & Measures for All Stakeholders

Students	Teachers	Administrators	Families	Communities	Agencies
<p>Reading at grade-level, or above, through differentiated instruction tailored to meet their target outcome.</p>	<p>Data dashboards &amp; support that guides teachers through a shift in pedagogy framework, resulting in university credit.</p>	<p>Data dashboards and district-level alignment as well as access to new research and tools (ex. OLOS).</p>	<p>Access to the same data as the schools are using via Reading Checkup and parent-facing reports.</p>	<p>Collaboration and access to de-identified outcomes data to support funder ROI.</p>	<p>Summer, preK, and after-school programs all aligned to the school data and actionable next steps.</p>

# MTSS & A2i IMPLEMENTATION

		Typical Core Curriculum	Typical Supplemental Resources	Pull-out Intervention Strategies	Push-in Intervention Strategies
Ensures diversity and inclusion					
Provides an optimized curriculum balance					
Applies data-driven assessment & monitoring					
Uses blended learning models					
Focuses on professional development					
Chooses programs based on evidence					



# The Learning Ovation's Framework

<b>A2i Usage</b>	<b>Differentiation</b>	<b>Classroom Structure</b>	<b>Instructional Materials</b>	<b>Teacher Partnership</b>
Empowers teachers to be selective with data and make informed choices that impact outcomes.	Recognizes shifts in practice from 1-size-fits-all instruction to true small group differentiation.	Guides teachers towards the use of proven strategies that promote organization, culture and learning.	Shifts instruction from a "checklist" mentality to an artform, freeing teachers to truly meet students' needs.	Promotes capacity building within a system, creating a safe space for learning and recognition of expertise.
Platform use focused on individual and classroom- level data, used to inform instruction.	Platform use of the instructional recommendation, groupings, and minute recommendations.	Platform use focused on resources and examples that provide proven organizational strategies in real classrooms.	Platform use focused on identifying appropriate instructional materials and strategies to use in lesson planning.	Platform use focused on resources and collaboration tools that promote quality practices in each adult, for each student.

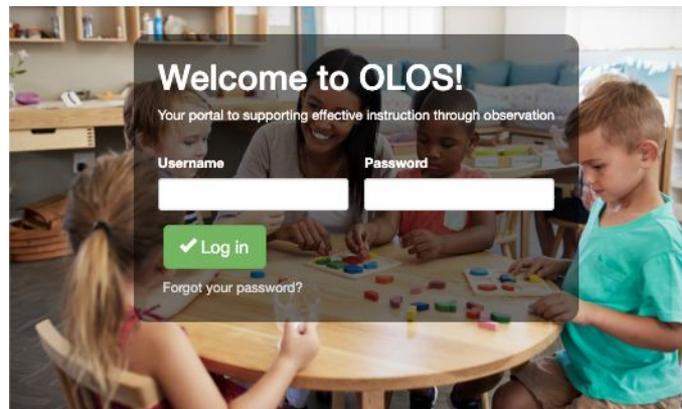
## Optimizing Learning Opportunities for Students (OLOS)

is a cutting-edge observation system that relies on technology to make practical, and reliable, careful observation of individual students participating in learning activities. Focusing primarily on language, literacy, and mathematics instruction, OLOS captures the content of the learning opportunity, students' participation in the learning opportunity, and teachers' moves that facilitate effective opportunities to learn for individual children.



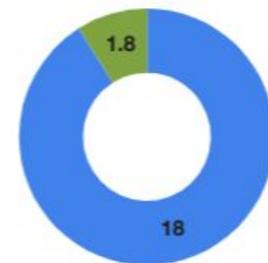
EARLY LEARNING NETWORK

**OLOS** observations  
Optimizing Student Learning Opportunities  
University of California, Irvine



### Content

Minutes Observed



Literacy Non-instruction

# THE TEACHER IS CENTRAL

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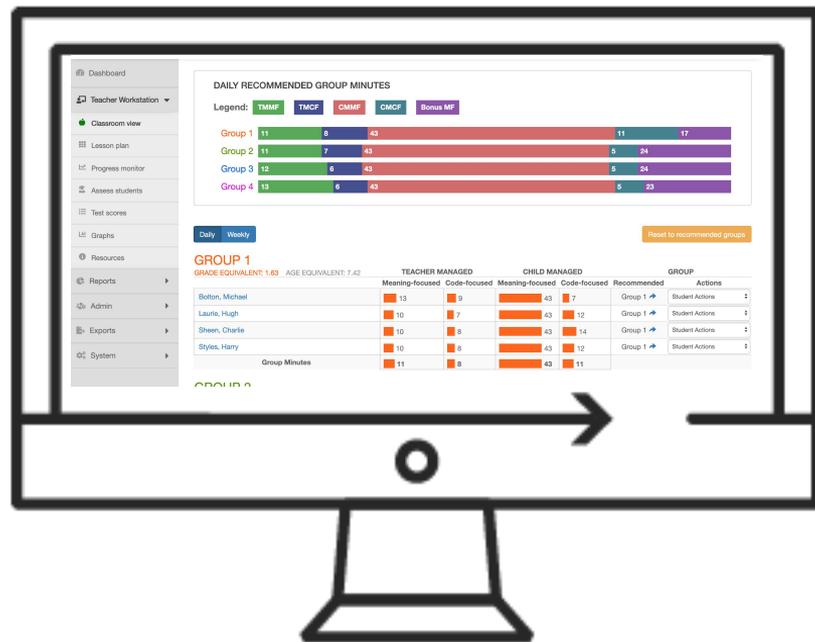




# SOFTWARE PLATFORM



Assessment to Instruction





# LATEST FINDINGS

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- 1. All students can learn**
- 2. The teacher is central to student success**
- 3. It's not just struggling readers who benefit from good instruction**
- 4. There's no silver-bullet solution**